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ABSTRACT

The Albuquerque Technical-Vocational Institute (T-VI) is a post-secondary school offering full-time occupational training in 32 skill areas and a preparatory program for students inadequately prepared to enter a vocational major program. The institute enrolls a sizeable number of Native American students, but the attrition of these students is greater than any other ethnic group at T-VI. In addition, a large number of Native American students who withdraw do so without going through the exit interview process. The purpose of the study was to determine the reasons why Native American students withdraw from T-VI and to recommend ways in which Native American attrition can be reduced. Forty-nine former students who had recently withdrawn were interviewed. For this sample, personal characteristics are described along six dimensions, and their assessment of T-VI is described along seven dimensions. Primary reasons for withdrawal, accounting for 69% of the withdrawals, were lack of money, academic difficulties, transportation, and personal and family problems. Recommendations include early identification of Native American students; emphasis on outreach, financial aid, and academic assistance; assistance with transportation arrangements; career and personal counseling; and closer contact with tribal and agency counselors. (Author)

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The study reported herein was conducted under contract with the Albuquerque Technical-Vocational Institute. The opinions, conclusions, and recommendations are those of the author; no official endorsement by the Institute should be inferred.

ABSTRACT

The Albuquerque Technical-Vocational Institute (T-VI) is a post-secondary school offering full-time occupational training in 32 skill areas and a Preparatory program for students inadequately prepared to enter a vocational major program. The Institute enrolls a sizable number of Native American students, but the attrition of these students is greater than any other ethnic group at T-VI. In addition, a large number of Native American students who withdraw do so without going through the exit interview process.

The purpose of this study was to determine the reasons why Native American students withdraw from T-VI and to recommend ways in which Native American attrition can be reduced. Forty nine former students who had recently withdrawn were interviewed. For this sample, personal characteristics are described along six dimensions, and their assessment of T-VI is described along seven dimensions.

The primary reasons for withdrawal, accounting for 69% of the withdrawals, were lack of money, academic difficulties, transportation, and personal and family problems.

Recommendations include early identification of Native American students; emphasis on outreach, financial aid, and academic assistance; assistance with transportation arrangements; career and personal counseling; and closer contact with tribal and agency counselors.

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INTRODUCTION

The Albuquerque Technical-Vocational Institute (T-VI) is a postsecondary school offering full-time occupational training in 32 skill areas and a Preparatory program for students who are inadequately prepared to enter a vocational major. Over 100 part-time courses in skill improvement, Adult Basic Education, and high school vocational enrichment are offered also.

T-VI is the largest postsecondary vocational school in New Mexico, enrolling 70% of the statewide postsecondary vocational full-time-equivalent students. A number of the full-time students are Native American. In the fall trimester of 1982, 378 Native American students were enrolled in full-time programs representing 8.5% of the full-time student population.

Native American students, however, have had a higher-than-average attrition rate--the highest of the ethnic groups represented at T-VI. In addition, many of the Native Americans who withdraw do so without going through the exit interview process.

The purpose of this study was to determine the reasons why Native American students withdrew from Albuquerque Technical-Vocational Institute (T-VI) and to recommend to the Institute ways in which attrition of Native American students can be reduced. In order to determine the factors which hinder Native American students from successfully completing their training, the researcher obtained from the Institute the names of 79 students who had withdrawn from T-VI within the past year without giving the Institute any information as to the reason for withdrawal. Of the 79 students, 49 were interviewed by the researcher.

The next section of this report describes the methods used for acquisition and analysis of the data. The following section is a report of the results of the study. Conclusions and recommendations made on the basis of research data to reduce the attrition of Native American students at T-VI are presented in the final two sections.

Throughout the report, the terms "Native American" and "Indian" are used interchangeably.

METHODOLOGY

Following discussions with T-VI admininstrators, 79 former students were selected for the follow-up study, and the names were given to the researcher. The student records were reviewed to try to determine each student's tribal affiliation and funding source and to collect any other information which might help locate and contact the student to request their participation in the study.

The researcher sorted the students' names by tribal affiliation and/or addresses. A schedule was made to contact and schedule appointments for interviews with the students (see flow chart, Appendix A). First, an attempt was made to contact the students who had only Albuquerque addresses. Next, the researcher began to contact students on reservations within a 50 mile radius of Albuquerque, and finally the researcher attempted to contact those who were the greatest distance from Albuquerque. The researcher was able to locate and interview all of the students (23) living on reservations within a 50 mile radius of Albuquerque, and one-half (15 out of 30) of the students with Albuquerque or other local addresses. There was greater difficulty in contacting students who lived a greater distance from

Albuquerque as many of them were no longer living in the community and/or did not have telephones, according to the relatives or agencies in the community that were contacted. Eleven interviews eventually were conducted from among 26 students believed to be residing more than 50 miles from Albuquerque.

After an attempt had been made to contact all the students by telephone to schedule an interview or to obtain information as to the students' whereabouts, letters were sent to 18 students whom the researcher was unable to contact because 1) the student was not living in the community, 2) the student did not have a telephone, or 3) the researcher was unable to acquire any information regarding the location of the student. Of the 18 letters (see Appendix B) that were sent out asking the student to contact the researcher by telephone, two students responded and two letters were returned because the students were no longer at that address. A total of 49 interviews were conducted. Of these, 40 were in-person interviews and nine were conducted by telephone.

Questionnaire

A questionnaire developed for an earlier followup study in the Spring of 1982 was modified and used for this study (see questionnaire, Appendix C). The questionnaire was used to structure the interview and to assure that the same information was obtained from each student. The researcher, however, did not read the questionnaire and ask the student to respond to each question, but the information was acquired through an informal interview with the researcher directing the interview on the basis of the questionnaire. The telephone interviews were an exception: they were more structured because the telephone interviews were long distance calls.

Data Analysis

The first phase of analysis used items from the questionnaire and student records to describe participant characteristics. The description includes the participants' tribal affiliation, funding source, age, vocational major program, length of time at T-VI, and the number of reservation and nonreservation Indians participating in the study. Frequencies and percentages were calculated for each of the above categories. For the purpose of analysis, the questionnaire was dimensionally structured. The respondents provided assessment of T-VI along the following dimensions: 1) program use and attendance patterns, 2) training-related employment prospects as a result of T-VI programs, 3) program placement and advisement tests, 4) perceptions of Institute policies, 5) perceptions of instruction, 6) exit interview inquiry, and 7) participation in the Native American Program. Frequencies and percentages were calculated for each of the items included in the above dimensions.

FINDINGS

Participant Characteristics

Figures reported are for students who participated in the study. The respondents (N = 49) consisted of 30 males and 19 females. Distribution of the respondents by tribal affiliation, funding source, age, vocational major, and length of time in program are portrayed in Tables I through V.

Tribal affiliation. As Table I indicates, there were 26 Pueblo Indians (53%) from 10 different pueblos who participated in the study; 17 (35%) were Navajos from five different Navajo communities and Albuquerque; four (8%) were Apaches, and two (4%) were from other Indian tribes. Two students in the initial sample of 79 students declined to participate because they said they were not Indians.

Table I

Tribal Affiliation

(N = 49)

Tribal Affiliation	Number	Percent
Pueblo	26	53
Laguna	7	
Acoma	1	
San Felipe	7	
Jemez	1	
Zia	2	
Isleta	2	
Zuni	3	
Hopi	1	
Cochiti	1	
Taos	1	
Navajo	17	35
Ca..oncito	5	
Crownpoint	2	
Tohatchi	2	
Albuquerque (nonreservation)	6	
Gallup	1	
Arizona	1	
Apache	4	8
Jicarilla	1	
Nonreservation	3	
Crow/Blackfeet	1	2
Sioux-Santa Domingo	1	2

Funding agencies. As Table II reveals, 31% of the respondents received funds from the Bureau of Indian Affairs (BIA). Other agencies and sources providing financial assistance included Pell grants, the National Indian Youth Council (NIYC), Social Security, Veterans Administration (VA), the All Indian Pueblo Council (AIPC), tribal Comprehensive Education and Training Administration (CETA), New Mexico

Student Loan (NMSL), the Division of Vocational Rehabilitation (DVR), and one tribal scholarship.

The majority of Native American students (73%) received financial aid with seven of the respondents receiving financial assistance from more than one source. Twenty seven percent of the respondents, however, did not receive funds from any source for educational purposes.

Table II

Funding Agencies

(N = 49)

Funding Agency	Number	Percent
BIA (2 Pell) (1 AIPC)*	15	31
Pell Grant (formerly BEOG)	5	10
NIYC-CETA	4	8
Social Security (1 tribal CETA) (1 Pell)	3	6
VA (1 AIPC)	3	6
Tribal CETA	2	4
NMSL (1 Pell)	2	4
DVR	1	2
Laguna Tribal Scholarship	1	2
No Funding Agency	13	27

*The number of students with additional financial aid is shown in parentheses.

According to many of the students interviewed, some of the funding agencies will not fund or assign a very low funding priority to students in the Preparatory program and to nonreservation Indians. Many students in these situations assumed traditional Indian sources of funds would be

available and did not learn otherwise until after starting classes at T-VI and often were in financial extremity; they did not know--or did not know until too late--that other financial aid might be available.

Age. The respondents range in age from 18 to 42 with a distribution as shown in Table III. The mean age of the respondents was 24.

Table III

Age

(N = 49)

Age	18	19	20	21	22	23	24	25	26	27	28	29	30	31-35	42
Number of Respondents	3	12	5	3	6	1	2	2	0	3	3	2	1	5	1

Vocational major programs. It can be seen from Table IV that there were participants in a variety of programs. The greatest number (9, or 18%) were in Office Occupations followed by Electronics (14%), Auto Technology (12%), and Accounting (10%). One student in Fashion Merchandising had not dropped out, but had completed her program and was employed. Of the 49 respondents, 12 (24%) were in the Preparatory program at the time of withdrawal and 13 (26%) had been in the Preparatory program before entering their vocational major program.

Table IV

Vocational Major Programs

(N = 49)

Vocational Major	Number	Percent
Office Occupations	9	18
Electronics	7	14
Auto Tech	6	12
Accounting	5	10
Drafting	4	8
Culinary Arts	3	6
Computer Science	3	6
Health Occupations (unspecified)	2	4
Practical Nurse	2	4
Carpentry	2	4
Commercial Printing	1	2
Diversified Occupations	1	2
Plumbing	1	2
Fashion Merchandising	1	2
Welding	1	2
Electrical	1	2

Note: 12 students were in the Preparatory program at the time of withdrawal; they are categorized in the table according to their declared major programs.

Length of time in program. The length of time the respondents were enrolled in T-VI ranged from less than one month to two years. One student was in school for only two days because he did not want to enroll in the Preparatory program. Twelve students (24%) did not complete the first trimester; 28 (57%) were enrolled from four months to one year, and

eight (16%) were enrolled for more than one year. Respondents were enrolled at T-VI for an average of eight months. Eleven of the respondents (22%) indicated this was the second entry to T-VI for them and 24 (49%) stated that they had attended other postsecondary schools before enrolling at T-VI.

Table V

Length of Time in Program

(N = 49)

Months	<1	1	2	3	4	5	6	7	8	9	10	11	12	13-15	16-18	19-21	22-24
Number of Respondents	1	4	3	5	6	4	0	4	8	2	2	1	1	3	1	2	2

Mean = 8 months

Reservation/nonreservation. The respondents were categorized as reservation (including pueblo) and nonreservation. If a student had lived off-reservation for more than five years, he was classified as an urban or nonreservation Indian. Twenty five (51%) of the respondents were reservation Indians and 24 (49%) were nonreservation Indians. Of the reservation group, 15 had never lived off-reservation; of the nonreservation group, nine had never lived on-reservation.

Twenty six (53%) of the respondents indicated that they plan to live on the reservation in the future if employment is available on or near the reservation; 21 (43%) stated they did not plan to live on the reservation in the future, and two (4%) were undecided.

Summary. There were 49 students (30 males and 19 females who participated in the study. Of this group, there were 26 Pueblo Indians,

17 Navajos, four Apaches, and two from other tribes; 51% were classified as reservation Indians and 49% were nonreservation or urban Indians. The mean age of the respondents was 24. Financial assistance was provided to 73% of the respondents from 10 different funding sources; 27% did not receive any financial aid for educational purposes. Respondents were enrolled in 16 different major programs at T-VI with the greatest numbers represented in Office Occupations (18%), Electronics (14%), Auto Technician (12%), and Accounting (10%). Twenty four percent were enrolled in the Preparatory program prior to entering their occupational major program. The average length of time the respondents were enrolled in T-VI was 8 months.

Respondents' Assessment of T-VI

The respondents provided assessment of T-VI along seven dimensions: 1) program use and attendance patterns, 2) perceived training-related employment prospects as a result of the T-VI experience, 3) program placement and advisement tests, 4) perceptions of Institute policies, 5) perceptions of instruction, 6) exit interview inquiry, and 7) participation in the Native American Program. Frequency distributions and percentages were calculated for each of the items included in the above dimensions. Results are presented for each of the above seven dimensions. (See Appendix C for the responses to each item on the questionnaire.)

Program use and attendance patterns. Sixty percent of the respondents stated that they chose to enroll at T-VI because it is a good school with a good instructional program, high standards, and/or it was

highly recommended by friends, relatives, teachers, counselors and social agencies. Other reasons given for enrolling at T-VI were 1) to acquire a skill or trade in a short period of time that will provide employment opportunities, 2) it is inexpensive, 3) it is close to home, 4) a lack of academic preparation for college, and 5) transportation was available.

Twenty-five respondents (51%) were satisfied with their program area, while 47% said they would select another program if they were starting over. The most frequently-cited reasons for changing programs were interest in another program area and a greater demand for other program areas which make them more employable. Ninety six percent believed that a learning experience occurred regardless of the length of time in the program.

Table VI lists the reasons given by the respondents for dropping out of T-VI.

As Table VI indicates, the most frequently-cited reasons for withdrawal from T-VI was 1) lack of money, 2) academic difficulty, and 3) transportation. Some "traditional" Native American funding sources do not fund or accord low priority to Native American students in the Preparatory program. Greater success in terms of numbers of students occupationally trained can be achieved with limited funds by concentrating funding on those who are qualified to enter directly into the vocational major program.

Table VI

Reasons for Dropping Out of T-VI

(N = 49)

Reasons for Dropping Out	Number	Percent
Lack of money	13	27
Academic difficulty	9	18
Transportation	7	14
Personal	5	10
Family problems	3	6
Health problems	2	4
Employment	2	4
Work/school conflict	2	4
Prep program (2nd time or not at all)	2	4
Teacher conflict	1	2
Bureaucracy	1	2
Housing	1	2
Completed program	1	2

Total may not add due to rounding

For most nonreservation Indians, BIA and tribal funds are difficult or impossible to obtain. Tribal authorities prefer to use their limited funds to support Indians of the community who may be more likely to return to the reservation on completion of their training. The attitude of the BIA seems to be that once a Native American leaves the reservation, the Bureau has little or no responsibility for him. The traditional (BIA and tribal) sources of funds for Native Americans are not readily available to urban and nonreservation Indians.

Some Native American students arrive on campus expecting traditional sources of funds to be available. When they find that these funds are not

available, they may not know of other sources or it may be too late to apply for and receive other funds.

Finally, some Native American students receive an amount of money which is expected to provide support for a number of weeks. For a variety of reasons, including lack of budgeting, the money is spent in a shorter period of time leaving the student destitute. Thus, for a variety of reasons, many Native American students may find themselves at one time or another with no or inadequate funds.

Academic difficulty was the second most frequently-cited reason for dropping out. As indicated earlier, 71% of the Native Americans who participated in this study enrolled initially in the Preparatory program, indicating a general lack of academic preparation. As reported in a later section of thus study, however, students generally were not aware that tutorial assistance was available, and only 11 had used this service through the Native American Program.

Lack of transportation appears to be a great hindrance especially for students living on reservations within a 50 mile radius of Albuquerque, (i.e. San Felipe, Laguna, Isleta, Zia). Other reasons given for dropping out included personal or family problems. Some said they were just tired of school and needed a break, or they moved away from home and began to party too much with their friends. Others said they were having marital problems. Some indicated their children were sick and they had to stay home with them, which, in some cases, resulted in loss of financial assistance.

Training-related employment prospects as a result of the T-VI experience. Thirty seven respondents (75%) indicated that effective job

skills had been learned while in the program, 67% believed that sources of job information was provided while in the program, and 55% believed that skills learned would help them in the future. During the interviews, some students indicated a need for placement in jobs after the completion of their program, especially with agencies that provide services to Indians.

Program placement and advisement tests. Fifteen respondents (31%) heard about T-VI from a friend or relative in the program and 56% were referred by a social agency, school counselor/teachers, or by the BIA. Seven others (14%) heard about their program as a result of a television advertisement, the T-VI catalog, or a sign in front of T-VI. Ninety three percent of the respondents believed the advisement tests were beneficial, and 59% said they received all of the information and help they needed at orientation. Forty one percent, however, indicated that they needed more information and assistance, particularly in regard to financial aid and 71% believed there was a need for additional career advisement.

Perceptions of Institute policies. Forty four respondents (90%) were satisfied with the grading policies; 88% believed the attendance policies were satisfactory. Some (12%) believed the tardy policy was too strict. Those who expressed this belief were students living on reservations near Albuquerque and had transportation problems. They said that when the car pool was late, they were counted absent for the entire period which resulted in an excessive number of absences. Some students appealed to the SRC Committee, and were reinstated with one additional hour of absence stipulated. None of the students chose to remain with these conditions. A few (8%) believed the attendance policies were not

strict enough. Overall, the respondents were satisfied with Institute policies, with the exceptions stated above.

Perceptions of instruction. Thirty nine respondents (80%) made positive comments about the instructors. They used the following words to describe T-VI instructors: "good", "fair", "nice", "give you a lot of time and attention", "helpful", "well-treated", "understanding", "fine", and "straight-forward". There were some (6 or 12%) negative comments made regarding the instructors such as: "too busy", "ignored", "not enough attention", "boring--read from the book", and "prejudiced toward Indians/Hispanics." A few (4 or 8%) made neutral comments such as: "O.K." and "all different." Overall, the majority of students were very positive about the instructors and felt they gave them a lot of individual attention. Most of the students believed they were learning most of the time.

In regard to the counselors at T-VI, 51% of the respondents made neutral comments such as "the counselors are O.K." Most respondents stated they had no contact with the counselors except to schedule classes; 45% made positive comments using the following words to describe the counselors: "helped", "good", "nice", and "cooperative"; two (4%) expressed negative comments about financial aid counselors such as: "didn't help", "gave run around." Although the majority of the respondents had positive feelings about the staff, (76%) stated they would not confide in a staff member when problems arose.

Exit interview inquiry. Thirty five respondents (71%) were unaware of the exit interview requirement. Some (29%) who said they were aware of the requirement gave the following reasons for not completing the exit interview procedure: 1) they did not want to return to school after a

decision was made to withdraw from the program; or 2) they told their teacher or counselor they were leaving and thought that satisfied the requirement.

Participation in the Native American Program. Thirty five respondents (71%) indicated they were aware of the Native American Program (NAP) on campus. Of the 35, 11 (22%) said they had used the tutorial services provided by the program and two said they had participated in the Native American Club activities. Although the majority of the students were aware the NAP was on campus, they were not familiar with the services provided by the program as there had been very little contact with program staff.

Summary. T-VI is well thought of by the Native American students. Most students believed they had learned effective job skills while at T-VI. Although a majority of the students were satisfied with their programs, 47% said they would select another program if they were starting over. A substantial majority indicated a need for additional career advisement. Most students were satisfied with Institute policies, the instructors, and the level of instruction. Although most students had positive attitudes toward the counselors, a substantial majority indicated they would not confide in a staff member when confronted with problems.

In regard to withdrawal, lack of money, academic difficulty, transportation, and personal problems accounted for 69% of the reasons for dropping out. The remaining 31% were spread about evenly among nine other reasons.

CONCLUSIONS

According to a majority of respondents, T-VI is a good school with a good instructional program, and it was highly recommended by friends, relatives, teachers, counselors and social agencies. Eighty eight

percent of the respondents were satisfied with Institute policies, and 80% made positive comments about the instructional staff. Words such as "good", "fair", "nice", "helpful", "understanding", and "straight-forward" were used to describe the teachers. The most frequently cited reasons for withdrawal from T-VI were 1) lack of money, 2) academic difficulties, 3) transportation, and 4) personal and family problems.

These findings indicate a need for more information and assistance in obtaining financial aid, providing tutorial and counseling services, and assistance in transportation arrangements to students. Although these services are provided by the NAP, students did not utilize them to a great extent because students were not familiar with the NAP services even though the majority (71%) were aware the NAP exists on campus. It appears the Native American students did not seek out assistance and information to help them remain in school and successfully complete their program.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made to the Institute as ways in which Native American students success rate may be improved and, concomitantly, attrition rate may be reduced.

1. T-VI should develop a procedure to identify Indian applicants, preferably by tribal affiliation, when the applicants apply for admission or at registration. Early identification will permit early contact by NAP staff.

2. The NAP thrust should be <u>outreach</u> to the students making contacts with the students as early as possible. Results of the study revealed that the majority (71%) of the students are aware that NAP exists on campus, but they are not familiar with the services provided by the program.

The study indicated that Native American students do not seek out assistance of the NAP staff nor do they confide in a T-VI staff member when they have problems.

3. The NAP staff should inquire into the financial aid and funding source for each student and assist each student in determining if the support is adequate and timely. The NAP staff should advise students of additional funding sources, if needed, including work-study opportunities. If support is not timely, the NAP staff should advise the Student Financial Aid office which should contact the funding agency. If a student is not receiving financial aid, the NAP should direct the student to the Student Financial Aid office and assist students, if necessary, in applying for aid. A student's financial aid or plans therefor should be examined during admission or as soon thereafter as possible to help ensure that financial aid will commence promptly after the student begins classes.

4. The NAP staff should receive advisement test results for Native American students so that tutors can be assigned to those students needing tutorial assistance early in the trimester. Results of the study show that the majority of Native American students (71%) enrolled at T-VI are first assigned to the Preparatory program. Academic difficulties was one of the most frequently-cited reasons for dropping out.

5. The NAP staff should assist students in transportation arrangements, particularly for students who reside on nearby reservations and who commute daily. Car pools and van pools should be encouraged, and arrangements for bus transportation similar to that provided by Canoncito should be investigated.

6. Greater emphasis on career counseling should be provided to Native American students. Forty seven percent of the respondents said they would

select another program if they were starting over, indicating inadequate career counseling and advisement prior to enrolling or during the admission process. Since a high proportion (71%) of the Native American students enter the Preparatory program, it may be appropriate to incorporate career counseling as a part of the Preparatory program.

7. Personal counseling should be provided. A number of students withdrew because of financial difficulties, others because of personal or family problems, or "too much partying." Personal counseling and intervention on behalf of the students may have helped in all of these situations. Since most students indicated they would not confide in a staff member, contacts and personal counseling should be initiated by the Native American program staff.

8. T-VI should establish closer contact with tribal and agency counselors. It appears that many tribal and agency counselors have little knowledge of T-VI, its programs and student services, availability of financial aid, and the Native American Program. Contact with tribal and agency counselors could stress also the need for career counseling prior to seeking admission to T-VI.

9. T-VI should develop a record-keeping system so that Native American students are easily identifiable by tribal affiliation and whether the student is considered a reservation or nonreservation Indian. Such data would be extremely useful for planning purposes, for identifying particular areas of student needs, for establishing contact with tribal counselors, and for documenting student progress.

FLOW CHART OF NATIVE AMERICAN FOLLOWUP ACTIVITIES

APPENDIX A

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Conference with T-VI Administration	20			
Monthly reports		X 10/22	X 11/19	X 12/17
Review of student files (N=79) to obtain information to locate students. Revision of questionnaire.	⊢———			
Discussions with NAP staff, N.A. students currently enrolled, and funding agencies regarding locating students. (on-going)	⊢———	———	———	
Interview students currently enrolled at T-VI (N=6)	⊢———			
Schedule appointments with students for interviews: Albuquerque/Laguna 9/27 - 10/1	⊢———			
Schedule appointments with students for interviews: Albuquerque/Laguna/Acoma/San Felipe 10/4 - 10/8		⊢—		
Schedule appointments with students for interviews: Albuquerque/San Felipe/Canoncito 10/11 - 10/15		⊢—		
Schedule appointments with students for interviews: Canoncito/Isleta/Zia/Zemez 10/18 - 10/22		⊢—		
Schedule appointments with students for interviews: San Juan/Santa Domingo/Taos/Dulce/Cuba/Fruitland 10/25 - 10/29		⊢—		
Schedule appointments with students for interviews: Zuni/Gallup/Tohatchi/Crownpoint/Chinle/Hopi 11/1 - 11/5			⊢—	
Obtain second list of students if 50 interviews have not been completed. Schedule appointments/interviews: 11/8 - 11/19			⊢—	
Data analysis 11/22 - 12/3			⊢———	
Report writing 12/6 - 12/17				⊢———

APPENDIX B

November 10, 1982

Dear

I have been asked by Albuquerque Technical Vocational Institute (T-VI) to do a follow-up interview to determine why Indian students have left T-VI. In order to do this I need your help. I would like to talk to you by telephone to ask a few questions about the program you were in at T-VI. The information you and many other students will provide will help T-VI plan for community education needs, and will help improve future programs. Your answers will be treated confidentially. When completed, the report will not identify you, or any other individual.

Please call me, Carolyn Moore, person-to-person, collect at (505) 242-4221 after 6:00 p.m. Monday through Friday or any time during the day on Saturday. Your prompt response will be very much appreciated.

Thank you,

Carolyn Moore

Appendix C

NATIVE AMERICAN ASSESSMENT
Questionnaire-Interview CASE #

Hello, I am _____, I have been asked by T-VI to determine reasons why Native American students drop-out of programs without an exit interview with the counselor. In order to do this, we need your help. I would like to ask a few questions about the program you were in. I am contacting many other students regarding their T-VI program. The information you provide will help T-VI plan for community education needs, and will help improve future programs. Your answers will be treated confidentially. When completed, the report will not identify you, or any other individual.

Section 1

First, I would like to ask you some questions about the program you were in.

1. Why did you choose to enroll at T-VI? 29 (60%) *good school*, 14 (29%) *quick skill-employment*, 12 (24%) *inexpensive*

2. If you had to do it all over again, would you go into the same program, go into a different one, or not go into any at all?

(51%) 25 a. would go into the same program

(47%) 23 b. would go into a different program

(2%) 1 c. would not go into any program

A. Why or why not?

3. What did you learn in the program?

(69%) 34 a. I learned some skills I did not know

(27%) 13 b. I had the skills but I learned them better

(4%) 2 c. I did not really learn much I did not know before

4. Why did you drop out of the program? Check three most important.

(27%) 13 a. Because of money

(2%) 1 b. Because of housing

_____ c. Because T-VI was too far from where I lived

_____ d. Because of the counselor

(2%) 1 e. Because of the teacher

(6%) 3 f. Because of family problems

(5%) 2 g. Because of health problems

_____ h. Because I was not learning anything

REMARKS: (18%) 9 Academic difficulty (2%) 1 Completed program

(14%) 7 Transportation (2%) 1 Bureaucracy

(10%) 5 Personal (4%) 2 Prep program

(4%) 2 Employment

(4%) 2 Work/school conflict

5. How do you think being in this program will help you get a job in the future?

(6%) 3 a. Learned about jobs

(53%) 26 b. Learned better work habits

(2%) 1 c. Learned who to go to for help in getting a job

(16%) 8 d. Other _____

(22%) 11 Demand for Job

6. Did this program help you make the changes involved in going from being a student in school or in the program to having a job in the future?

1 Maybe

(55%) 27 a. Yes

(31%) 15 b. No

(12%) 6 Blank

7. Did this program help you learn about different kinds of jobs not just the one you learned in the program?

(67%) 33 a. Yes

(33%) 16 b. No

8. Did this program help you learn how to fill out job application forms?

(51%) 25 a. Yes

(47%) 23 b. No

(2%) 1 Blank

9. How did you get into the program?

(12%) 6 a. Bureau of Indian Affairs

(24%) 12 b. Social agency

(31%) 15 c. Friend in the program

(20%) 10 d. School counselor/teacher

(14%) 7 *Other - (Catalog, T.V. advertisement, sign out front of T-VI)*

Now, I would like to know two things about how you got into the program.

10. First, did you go through some sort of interview to get into the program?

(78%) 38 a. Yes

(22%) 11 b. No

11. What did you think of the interview?

(59%) 29 a. I got all the information and help I needed

(27%) 13 b. I got some of the information and help I needed

(2%) 1 c. I got almost none of the information and help I needed

(12%) 6 *Blank*

12. Did you take any tests before you could enter the program?

(98%) 48 a. Yes (If yes, ask question 16)

(2%) 1 b. No

13. Do you think the test(s) helped you get into the right program?

(92%) 44 a. Yes

(8%) 4 b. No

Section II
(General reactions)

Now, I would like to ask what you think about your other experiences.

14. Did you think your classroom instructors

(71%) 35 a. gave you a lot of individual attention

(12%) 6 b. gave you some individual attention

(14%) 7 c. gave you little individual attention

(2%) 1 d. did not give you any individual attention

15. Do you feel that when teaching your instructors

(14%) 7 a. went too fast

(12%) 6 b. went a little too fast

(69%) 34 c. went just about right

____ d. went a little too slow

(6%) 3 e. went too slow

16. How do you feel about the policies in the classes? Why?

(4%) 2 a. the policies were too strict

(2%) 1 b. the policies were not strict enough

(90%) 44 c. the policies were about right

(4%) 2 *no answer*

17. How do you feel about the attendance policies? Why?

(8%) 4 a. too strict

(8%) 4 b. not strict enough

(82%) 40 c. about right

(2%) 1 *other*

18. What about being on time

(12%) 6 a. too strict

____ b. not strict enough

(88%) 43 c. about right

19. How did the instructors treat you in classes?

(80%) 39 - *positive*

(12%) 6 - *negative*

(8%) 4 - *neutral*

20. How did the counselors treat you while you were in the program?

(45%) 22 - *positive*

(51%) 25 - *no contact except to schedule classes*

(4%) 2 - *negative - financial aid counselors*

21. Which of the following statements best describes how you feel about your classes?

(80%) 39 a. I think that most of the time I was learning

(22%) 11 b. I think that some of the time I was learning

(4%) 2 c. I think that little of the time I was learning

**the percentages do not total 100% because some Rs stated how they felt about both prep and the majors*

22. Were you aware that there were tutors available if you had problems in your classes?

(82%) 40 a. Yes (17 used tutors)

(18%) 9 b. No

23. When you had a personal problem, would you confide in a staff member to help you solve the problem?

(22%) 11 a. Yes

(76%) 37 b. No

(2%) 1

24. Were you aware of the Native American Program? (71%) 35 Yes (29%) 14 No

If yes, did you use the services provided by the program? (22%) 11

_____ Counseling

_____ Tutoring

_____ Referral

_____ Social/recreational activities (Native American Club)

25. Did you know that you are required to have an exit interview when you drop out of a program?

(29%) 14 a. Yes

(71%) 35 b. No

26. Why did you not go through the exit interview procedure with the counselor?

_____ a. I did not want to talk to the counselor

_____ b. I thought I would get my school money longer if I did not tell anyone

_____ c. I thought I would be talked into staying in the program

_____ d. I could not see the counselor when I wanted to

27. Does the student think there is a need for Additional Career Advisement.

(71%) 35 a. Yes

(10%) 5 b. No

(12%) 6 - maybe, (6%) 3 - blank

28. Besides BIA financial assistance, was the student aware of other state, local, and governmental scholarship funds?

(94%) 46 a. Yes

(6%) 3 b. No

Now I would like to know a few things about you.

29. Age range 18-24 $\bar{X}$ = 24

30. Sex 30 males 19 females

31. How long were you in the program?

_____ year(s) range = <1 month to 24 months

_____ month(s) $\bar{X}$ = 8 months

32. Was this your first entry into T-VI? Yes (77%) 38 No (23%) 11

A. If no, this was: 1st 2nd 3rd

33. Have you attended other post secondary schools? Yes (49%) 24 No (51%) 25

A. If yes, list other schools attended?

34. Circle the highest grade completed.

A. Self:	8	9	10	(11) 2	(12) 32	GED	(13) 14	14	(15) 1	16			
	← 26 →				19			1	1	1	1		
B. Mother:	8	9	10	11	(12)	GED	13	(14)	(15)	(16)	(M.A.)		
	← 32 →				13			1		1	1	1	
C. Father:	8	9	10	11	(12)	GED	13	(14)	15	(16)	(M.D.)	(M.A.)	

35. Occupation:

A. Self _____

B. Mother _____

C. Father _____

36. Years lived:

(51%) Reservation 25 (15 never lived off-reservation and 10 off-reservation less than 5 years)

(49%) Urban 24 (9 never lived on reservation and 15 off-reservation more than 5 years)

37. Do you plan to live/work on the reservation in the future?

(53%) 26 a. Yes (4%) 2 Undecided

(43%) 21 b. No